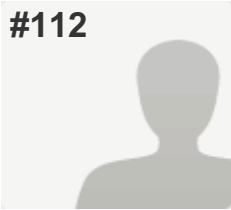


#112

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Monday, June 06, 2016 3:21:54 PM**Last Modified:** Tuesday, August 16, 2016 9:50:44 AM**Time Spent:** Over a month**IP Address:** 207.28.13.66

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Q1: Name of School District:	Eastern Allamakee
Q2: Name of Superintendent	Dale Crozier
Q3: Person Completing this Report	Dale Crozier

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Q4: 1a.Local TLC Goal

Local Goal most closely aligned: Teacher Leader Effectiveness shall increase over pre-TLC during the 2015-16 school year.

Q5: 1b. To what extent has this goalbeen met?

(no label)

Mostly Met

Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

This was not a stated goal. We have few problems attracting good teachers for most areas. The district must juggle many duties in a position because of our size. As the year progressed the staff became more aware of the effect that the Lead Teachers, Mentor and Model Teachers were having on instruction, and this may cause our ability to attract and retain grow.

Additional data submitted via email.

Q7: 2a.Local TLC Goal

. Local Goal most closely aligned: Student Outcomes shall increase over pre-TLC (via Engagement) during the 2015-16 school year.

Q8: 2b. To what extent has this goalbeen met?

(no label)

Mostly Met

Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Although this was not a stated goal for the area, Collaboration increased. This was noticed with the establishment of PBIS in the elementary, which was facilitated, in part, via the Lead Teacher. This was also noticed with increased collaboration over instructional issues in the high school that were facilitated through the Lead Teacher. The Lead Teachers, Mentor and Model Teachers collaborated with the principals and visibly directed professional development.

Q10: 3a. Local TLC Goal

. Local Goal most closely aligned: Teacher-Leader Effectiveness shall increase over pre-TLC during the 2015-16 school year.

Q11: 3b. To what extent has this goal been met?

(no label)

Somewhat Met

Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Although this was not a stated goal for the area, the data shows that the positive inputs that the teachers have been getting increased their willingness to achieve to a higher level.

Q13: 4a. Local TLC Goal

Student Outcomes shall increase over pre-TLC during the 2015-16 school year.. Measurements include: Gap analysis; Engagement; Standardized test scores; ACT scores, Surveys and Observations.

Q14: 4b. To what extent has this goal been met?

(no label)

Somewhat Met

Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

We reviewed our data and the socioeconomic gaps were steady; however we are a high achieving school to begin with. We can also assume that any changes in data are not likely to be a correlate with the TLC program this early in the program. Our standardized test scores continue to be above average. The overall results of both test scores and ACT scores would be that it is too early to tell if the TLC program has had an effect.

Involvement with the TLC program was significant, and collaboration occurred around the events that were created by the Lead Teachers and principals. There was a continued willingness to attempt new strategies. For Part 8, the district held surveys of all teachers. The overwhelming conclusion was that our program's first year was very effective, especially in terms of introducing positive instructional strategies in technologies.

Finally, we held several meetings between the instructional coaches and the administration. In these meetings we often discussed how the program was going. Our observations and data from the surveys led to the conclusion that increased instructional strategies through collaboration has occurred.

Additional data submitted via email.

PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.

Q16: 5a. Local TLC Goal

Teacher Leader Effectiveness shall increase noticeably during the 2015-16 school year.

Q17: 5b. To what extent has this goal been met?

(no label)

Fully Met

Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

The district gave surveys to all teachers on the effectiveness of the first year of the TLC program. Approximately 90% of the surveys were returned, and the results were positive. Teacher-Leader Effectiveness has been a key of our program, and we wanted to increase collaboration via use of the Lead Teachers. Our data has shown that this is occurring.

We had a visit from the Governor who came to MFL MarMac to review ours and their programs in the spring. Each year our staff performs and item-analysis of the data. This year the data has not shown any significant changes (as stated above), however we also agree that it is too early to tell if the TLC program is correlated with this. The AEA has assisted us with this a movement to Personalized PD, and it has been facilitated through the TLC participants. We completed our first year this spring and gave our first year magnets.

Governor Branstad reviewed our program in April and discussed our TLC program. We gave a presentation about our program, and held a question and answer session. This gave media attention and enthusiasm to the program. Finally, when we put out the applications for 2016-17 we had greater interest, and we have met the 25% needed.

Q19: 6a.Local TLC Goal

Respondent skipped this question

Q20: 6b. To what extent has this goalbeen met?

Respondent skipped this question

Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)

Respondent skipped this question

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Q22: 7. Based on the results of you data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.

We will need to place a greater focus on involvement of our Model Teachers. To some degree we did this deliberately as we wanted to put all of our focus to the Instructional Coaches and Mentors.

Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.

Engagement and use of TLC participants for instructional strategies noticeably increased.

The Governor came and visited our program and we held good dialogue.

Our teachers participated at an increasing rate as the year progressed

Our summative evaluations showed that staff fully supports our TLC program.

Impact of TLC Plan - 2015-2016

Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.